



To: Carolyn Jones, President, Board of Education

From: Susan Bunte, Assistant Superintendent

Date: May 22, 2020

Re: Semiannual Report on Bullying

Under Ohio Rev. Code 3313.666(B)(11), the District administration is required semiannually to “provide the president of the district board a written summary of all reported incidents [of harassment, intimidation, and bullying] and [to] post the summary on its website.”

Board Policy 5517.01 also provides: “The President of the Board shall receive a written summary of all reported incidents semiannually, and this summary will be posted on the District’s website to the extent permitted by FERPA.”

The attached document includes reported allegations of bullying at each school, and delineates substantiated and unsubstantiated reports during the time period of January 1, 2020 through May 22 2020. Unresolved cases noted during this time period are still under investigation by school district administration.

Figure 1 summarizes the bullying reports by school for Second Semester 2019-20.

<b>19-20 Second Semester</b>	<b>Total Reports</b>	<b>Substantiated Cases</b>	<b>Unsubstantiated Cases</b>	<b>Unresolved Cases</b>
<b>Aiken High School</b>	2	0	2	0
<b>Clark Montessori High School</b>	1	0	1	0
<b>Dater High School</b>	5	1	4	0
<b>Hughes STEM High School</b>	2	0	2	0
<b>James Gamble Montessori High School</b>	2	0	2	0
<b>Oyler School</b>	0	0	0	0
<b>Riverview East Academy</b>	3	0	3	0
<b>School for the Creative and Performing Arts</b>	1	0	1	0
<b>Shroder High School</b>	7	2	4	1
<b>Taft Information Technology High School</b>	7	1	6	0

Virtual High School	0	0	0	0
Walnut Hills High School	4	0	4	0
Western Hills University High School	2	0	2	0
Withrow University High School	1	0	1	0
Woodward Career Technical High School	0	0	0	0
A2S/A2E	0	0	0	0
<b>Total</b>	<b>37</b>	<b>4</b>	<b>32</b>	<b>1</b>
<b>Elementary Schools</b>				
Academy of Multilingual Immersion Studies	0	0	0	0
Academy of World Languages	0	0	0	0
Bond Hill Academy	1	0	1	0
Carson School	23	1	19	3
Chase School	2	0	2	0
Cheviot School	5	1	4	0
Cincinnati Digital Academy	0	0	0	0
Clifton Area Neighborhood School (pre-k-KG)	0	0	0	0
College Hill Fundamental Academy	0	0	0	0
Covedale School	4	0	4	0
Dater Montessori School	2	1	1	0
Evanston Academy	0	0	0	0
Fairview-Clifton German Language School	4	0	4	0
Frederick Douglass School	1	0	0	1
Gamble (James N.) Montessori Elementary School	0	0	0	0
Hartwell School	0	0	0	0
Hays-Porter School	0	0	0	0
Hyde Park School	2	0	2	0
John P. Parker School	1	0	1	0

Kilgour School	2	0	2	0
LEAP Academy	2	0	2	0
Midway School	1	0	1	0
Mt. Airy School	1	0	1	0
Mt. Washington School	0	0	0	0
North Avondale Montessori School	1	1	0	0
Parker Woods Montessori School	8	2	6	0
Pleasant Hill Academy	1	0	0	1
Pleasant Ridge Montessori School	0	0	0	0
Rees E. Price Academy	7	0	7	0
Roberts Paideia Academy	0	0	0	0
Rockdale Academy	0	0	0	0
Roll Hill School	1	0	1	0
Roselawn Condon School	4	0	4	0
Rothenberg Preparatory Academy	0	0	0	0
Sands Montessori School	5	1	4	0
Sayler Park School	0	0	0	0
Silverton Paideia Academy	7	3	4	0
South Avondale School	0	0	0	0
Spencer Center for Gifted and Exceptional Students	1	0	1	0
Taft School	0	0	0	0
Ethel M. Taylor Academy	1	0	1	0
Westwood School	2	1	1	0
Winton Hills Academy	1	0	1	0
Woodford Paideia Academy	0	0	0	0
<b>Total ES</b>	<b>90</b>	<b>11</b>	<b>74</b>	<b>5</b>
Total HS	37	4	32	1
Total Cases	127			

Total Substantiated Cases		15		
Total Unsubstantiated Cases			106	
Total Unresolved Cases				6

Figure 2 summarizes these data by school year.

Figure 2. Summary Table Comparing District Wide Substantiated Bullying Cases by School Year

School Year	Semester 1 Substantiated	Semester 2 Substantiated	Total Substantiated Cases	Total Reported Cases	Percent Substantiated Cases	Unresolved Cases
2017-18	121	171	292	671	44%	34
2018-19	139	123	262	736	35%	21
2019-20	42	15	57	322	17%	10

Upon review, the decrease in overall reporting, as well as the number of substantiated instances of bullying, may be attributed to the following:

1. Due to district wide and individual school awareness campaigns, those who report bullying, such as teachers, students, parents, and community members, have a better understanding of what bullying is.
2. Bully reporting process improvements have increased administrator bully report resolution rates when bully reports are submitted online.
3. The Bully Prevention School Social worker has provided increased targeted support including: anti-bullying student groups, anti-bullying school presentations, and anti-bullying teacher training.
4. Districtwide, the emphasis on Tier 1 PBIS has increased the need for clear expectations and shared accountability for bully prevention.
5. School Social Workers in the field are able to collaborate with the Bully Prevention School Social Worker, administration, and teachers more now that they have additional time to serve students.

These supports have increased awareness as well as provided systematic tools for schools in promoting a positive school culture. This semester, the Positive School Culture and Safety Department will continue to provide differentiated targeted supports in bully prevention to schools demonstrating need via consultation and training.